

STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (H.B. 1901).



1. Classroom Context					
1a. Name	Jane Doe	1b. School	Doe High School	1c. District	Jones District
1d. Class/ Course Title	Economics	1e. Grade Level	11-12	1f. Total # of Students	60
1g. Typical Class Size	20	1h. Class Frequency	5 days per week	1i. Typical Class Duration	55 minutes

2. SLO Goal	
2a. Goal Statement	Understand and apply economic concepts such as scarcity; income, profit, and wealth; assess the functions of government; evaluate markets and economic systems; and, examine economic interdependencies.
2b. PA Standards	<u>6.1: Scarcity and Choice</u> <u>6.2: Markets and Economic Systems</u> <u>6.3: Functions of Government</u> <u>6.4: Economic Interdependence</u> <u>6.5: Income, Profit, and Wealth</u>
2c. Rationale	This course is designed to give students a comprehensive study of the structure and functions of the national income and price-level determinations. Students develop the inquiry and analytical skills necessary to better understand economic systems.

3. Performance Measures (PM)				
3a. Name	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u> PM #2: <u>Economic End-of-Course Assessment</u> 	3b. Type	<input type="checkbox"/> District-designed Measures and Examinations <input type="checkbox"/> Nationally Recognized Standardized Tests <input type="checkbox"/> Industry Certification Examinations <input type="checkbox"/> Student Projects <input type="checkbox"/> Student Portfolios <input checked="" type="checkbox"/> Other: <u>Teacher-made: Social Studies Department</u>	
3c. Purpose	<ul style="list-style-type: none"> PM #1: See <u>Income, Profit, and Wealth Unit Test</u> Performance Task Framework PM #2: See <u>Economic End-of-Course Assessment</u> Performance Task Framework 	3d. Metric	<input type="checkbox"/> Growth (change in student performance across two or more points in time) <input checked="" type="checkbox"/> Mastery (attainment of a defined level of achievement) <input type="checkbox"/> Growth and Mastery	
3e. Administration Frequency	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u>-Once during semester, after completion of the unit PM #2: <u>Economic End-of-Course Assessment</u>-After completion of the course 	3f. Adaptations/ Accommodations	<input type="checkbox"/> IEP <input type="checkbox"/> ELL	<input type="checkbox"/> Gifted IEP <input type="checkbox"/> Other

3g. Resources/ Equipment	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u> No unique needs PM #2: <u>Economic End-of-Course Assessment</u> No unique needs 	3h. Scoring Tools	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u> Answer key for MC, SCR, and ECR items PM #2: <u>Economic End-of-Course Assessment</u> Answer key for MC, SCR, and ECR items
3i. Administration & Scoring Personnel	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u> One 55 minute period; No additional scorers PM #2: <u>Economic End-of-Course Assessment</u> One 90 minute final examination period 	3j. Performance Reporting	<ul style="list-style-type: none"> PM #1: <u>Income, Profit, and Wealth Unit Test</u> Individual and class reports PM #2: <u>Economic End-of-Course Assessment</u> Individual and class reports Summary: Aggregate data showing the number of students meeting the PI targets

4. Performance Indicators (PI)

4a. PI Targets: All Student Group	<ul style="list-style-type: none"> PI Target #1: Attain 75% of the total points on the <u>Income, Profit, and Wealth Unit Test</u>. PI Target #2: Attain 65% of the total points on the <u>Economics End-of-Course Assessment</u>. 								
4b. PI Targets: Focused Student Group (optional)									
4c. PI Linked (optional)	4d. PI Weighting (optional)	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>PI</th> <th>Weight</th> </tr> </thead> <tbody> <tr> <td>#1</td> <td>25%</td> </tr> <tr> <td>#2</td> <td>75%</td> </tr> </tbody> </table>		PI	Weight	#1	25%	#2	75%
PI	Weight								
#1	25%								
#2	75%								

5. Elective Rating

5a. Level	<i>Failing</i> 0% to 74% of students will meet the PI targets.	<i>Needs Improvement</i> 75% to 84% of students will meet the PI targets.	<i>Proficient</i> 85% to 94% of students will meet the PI targets.	<i>Distinguished</i> 95% to 100% of students will meet the PI targets.
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

5b. Rating	<input type="checkbox"/> Distinguished (3) <input type="checkbox"/> Proficient (2) <input type="checkbox"/> Needs Improvement (1) <input type="checkbox"/> Failing (0)	<u>Notes/Explanation</u>
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Teacher Signature _____ Date _____ Evaluator Signature _____ Date _____

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure					
a.	Performance Measure Name	Income, Profit, and Wealth Unit Test			
SLO Alignment					
b.	Class/Course Title	Economics	c.	Grade(s)/Level	11-12
d.	PA Standards	<p>Standard Areas - 6.5: Income, Profit, and Wealth</p> <p><u>6.5.12.A:</u> Analyze the factors influencing wages.</p> <p><u>6.5.12.B:</u> Evaluate how changes in education, incentives, technology, and capital investment alter productivity.</p> <p><u>6.5.12.C:</u> Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.</p> <p><u>6.5.12.D:</u> Analyze the role of profits and losses in the allocation of resources in a market economy.</p> <p><u>6.5.12.E:</u> Compare distribution of wealth across nations.</p> <p><u>6.5.12.F:</u> Assess the impact of entrepreneurs on the economy.</p> <p><u>6.5.12.G:</u> Analyze the risks and returns of various investments.</p> <p><u>6.5.12.H:</u> Evaluate benefits and costs of changes in interest rates for individuals and society.</p>			
e.	Performance Measure Purpose	The objective assessment is designed to measure the content knowledge of students at the end-of-the unit, which is only 1 of 5 units taught in this course. This assessment combines several different item types, thus affording students different ways to demonstrate mastery of the targeted content standards.			

1. Administration (Teacher)

1a.	Administration Frequency	Once during semester, after completion of the unit
1b.	Unique Task Adaptations/ Accommodations	None
1c.	Resources/ Equipment	No unique needs

2. Process (Student)

2a.	Task Scenarios	Students are in the classroom setting.
2b.	Process Steps	<ol style="list-style-type: none"> 1. Students are given directions and guidance on how to complete the assessment. 2. Students read each question and provide an answer. 3. Students complete assessment and return the completed form.
2c.	Requirements	Enrollment in the course
2d.	Products	Completed assessment booklet

3. Scoring (Teacher)

3a. Scoring Tools Answer key for MC, SCR, and ECR items

INCOME, PROFIT, AND WEALTH UNIT TEST BLUEPRINT

Standard/ Content ID	Content Statement	Item Count	DoK 1	DoK 2	DoK 3
6.5.12.A	Analyze the factors influencing wages.	5	1	3	1
6.5.12.B	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.	5	3	2	0
6.5.12.C	Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.	5	1	2	2
6.5.12.D	Analyze the role of profits and losses in the allocation of resources in a market economy.	5	3	0	2
6.5.12.E	Compare distribution of wealth across nations.	5	2	3	0
6.5.12.F	Assess the impact of entrepreneurs on the economy.	5	0	5	0
6.5.12.G	Analyze the risks and returns of various investments.	5	4	1	0
6.5.12.H	Evaluate benefits and costs of changes in interest rates for individuals and society.	5	3	2	0
	<i>Total</i>	<i>40</i>	<i>17</i>	<i>18</i>	<i>5</i>

3b. Scoring Guidelines See SCR and ECR rubric for a description of the performance continuum.

3c. Score/Performance Reporting Individual report (points earned/50 points); Class report (# students meeting the 75% PI target for each section)

PERFORMANCE MEASURE TASK FRAMEWORK TEMPLATE

This template is used to organize performance tasks used in the SLO process.

Performance Measure				
a.	Performance Measure Name	Economics End-of-Course Assessment		
SLO Alignment				
b.	Class/Course Title	Economics	c.	Grade(s)/ Level
				11-12
d.	PA Standards	<u>6.1</u> : Scarcity and Choice <u>6.2</u> : Markets and Economic Systems <u>6.3</u> : Functions of Government <u>6.4</u> : Economic Interdependence <u>6.5</u> : Income, Profit, and Wealth		
e.	Performance Measure Purpose	The objective assessment is designed to measure the content knowledge of students at the end-of-course, which is comprised of five (5) units. This assessment combines several different item types, thus affording students different ways to demonstrate mastery of the targeted content standards.		

1. Administration (Teacher)		
1a.	Administration Frequency	After completion of the course
1b.	Unique Task Adaptations/ Accommodations	None
1c.	Resources/ Equipment	No unique needs

2. Process (Student)		
2a.	Task Scenarios	Students are in the classroom setting following the final examination schedule.
2b.	Process Steps	1. Students are given directions and guidance on how to complete the assessment. 2. Students read each question and provide an answer. 3. Students complete assessment and return the completed form.
2c.	Requirements	Enrollment in the course
2d.	Products	Completed assessment booklet

3. Scoring (Teacher)		
3a.	Scoring Tools	Answer key for MC, SCR, and ECR items

ECONOMIC END-OF COURSE ASSESSMENT BLUEPRINT

Standard/ Content ID	Content Statement	Item Count	DoK 1	DoK 2	DoK 3
6.1	Scarcity and Choice	10	2	8	0
6.2	Markets and Economic Systems	20	5	10	5
6.3	Functions of Government	10	1	6	3
6.4	Economic Interdependence	10	2	5	3
6.5	Income, Profit, and Wealth	20	5	10	5
	<i>Total</i>	<i>70</i>	<i>15</i>	<i>39</i>	<i>16</i>

3b.	Scoring Guidelines	See SCR and ECR rubric for a description of the performance continuum.
3c.	Score/Performance Reporting	Individual report (points earned/100 points); Class report (# students meeting the 65% PI target for each section)